

## Chesterfield-Ruby Middle

14445 Highway 9 West  
Chesterfield, South Carolina 29709

**Grades** 6–8 Middle School

**Enrollment** 449 Students

**Principal** Dr. Andrea L. Hampton 843–623–9401

**Superintendent** John E. Williams, Jr., Ph.D. 843–623–2175

**Board Chair** Jerry D. Holley 843–334–8420

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	18	25	1

### IMPROVEMENT RATING

### AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Average	Yes

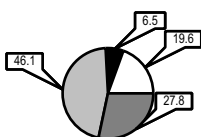
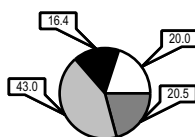
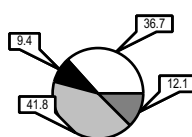
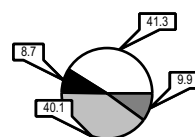
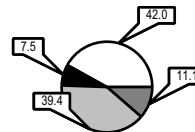
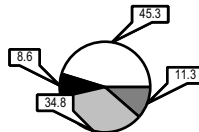
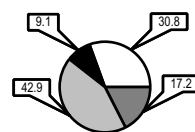
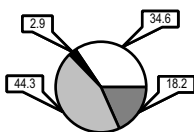
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	438	99.8	19.8	46.0	27.7	6.5	46.3	Yes	Yes
<b>Gender</b>									
Male	215	100.0	25.9	51.2	19.5	3.4	36.1		
Female	223	99.6	13.8	41.0	35.7	9.5	56.2		
<b>Racial/Ethnic Group</b>									
White	256	99.6	9.9	42.8	37.4	9.9	59.3	Yes	Yes
African American	179	100.0	33.9	50.3	14.0	1.8	28.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	360	100.0	13.7	46.2	32.2	7.9	52.9		
Disabled	78	98.7	47.9	45.2	6.8	0.0	15.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	438	99.8	19.8	46.0	27.7	6.5	46.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	438	99.8	19.8	46.0	27.7	6.5	46.3		
<b>Socio-Economic Status</b>									
Subsidized meals	274	100.0	25.3	51.0	20.6	3.1	37.0	Yes	Yes
Full-pay meals	164	99.4	10.8	38.0	39.2	12.0	61.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	438	99.8	20.0	42.9	20.7	16.4	48.7	Yes	Yes
<b>Gender</b>									
Male	215	100.0	23.9	45.4	18.5	12.2	40.0		
Female	223	99.6	16.2	40.5	22.9	20.5	57.1		
<b>Racial/Ethnic Group</b>									
White	256	99.6	14.0	38.3	22.6	25.1	61.7	Yes	Yes
African American	179	100.0	28.1	49.7	18.1	4.1	30.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	360	100.0	14.6	41.5	24.0	19.9	57.6		
Disabled	78	98.7	45.2	49.3	5.5	0.0	6.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	438	99.8	20.0	42.9	20.7	16.4	48.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	438	99.8	20.0	42.9	20.7	16.4	48.7		
<b>Socio-Economic Status</b>									
Subsidized meals	274	100.0	25.7	45.9	20.6	7.8	38.9	Yes	Yes
Full-pay meals	164	99.4	10.8	38.0	20.9	30.4	64.6		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	438	99.8	36.6	41.9	12.0	9.4	21.4
<b>Gender</b>							
Male	215	100.0	43.4	40.0	8.8	7.8	16.6
Female	223	99.6	30.0	43.8	15.2	11.0	26.2
<b>Racial/Ethnic Group</b>							
White	256	99.6	22.6	44.9	18.5	14.0	32.5
African American	179	100.0	56.7	37.4	2.9	2.9	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	360	100.0	26.6	47.7	14.3	11.4	25.7
Disabled	78	98.7	83.6	15.1	1.4	0.0	1.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	438	99.8	36.6	41.9	12.0	9.4	21.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	438	99.8	36.6	41.9	12.0	9.4	21.4
<b>Socio-Economic Status</b>							
Subsidized meals	274	100.0	46.7	42.0	7.0	4.3	11.3
Full-pay meals	164	99.4	20.3	41.8	20.3	17.7	38.0

<b>Social Studies</b>							
All Students	438	99.8	41.0	40.2	10.1	8.7	18.8
<b>Gender</b>							
Male	215	100.0	44.4	36.6	10.2	8.8	19.0
Female	223	99.6	37.6	43.8	10.0	8.6	18.6
<b>Racial/Ethnic Group</b>							
White	256	99.6	27.6	44.4	14.4	13.6	28.0
African American	179	100.0	59.6	34.5	4.1	1.8	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	360	100.0	34.8	42.7	12.0	10.5	22.5
Disabled	78	98.7	69.9	28.8	1.4	0.0	1.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	438	99.8	41.0	40.2	10.1	8.7	18.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	438	99.8	41.0	40.2	10.1	8.7	18.8
<b>Socio-Economic Status</b>							
Subsidized meals	274	100.0	47.9	40.9	7.4	3.9	11.3
Full-pay meals	164	99.4	29.7	39.2	14.6	16.5	31.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	32.5	44.4	21.3	1.9	23.1
	7	116	98.3	33.0	50.0	16.1	0.9	17.0
	8	152	100.0	24.8	57.7	16.8	0.7	17.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	159	100.0	17.3	43.3	28.7	10.7	39.3
	7	168	99.4	21.4	45.9	28.9	3.8	32.7
	8	111	100.0	18.4	51.5	25.2	4.9	30.1
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	15.0	38.1	28.1	18.8	46.9
	7	116	98.3	26.8	42.9	13.4	17.0	30.4
	8	152	100.0	36.2	40.3	14.1	9.4	23.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	159	100.0	11.3	40.7	28.0	20.0	48.0
	7	168	99.4	22.0	40.9	20.1	17.0	37.1
	8	111	100.0	28.2	50.5	10.7	10.7	21.4
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	159	100.0	31.3	34.0	16.7	18.0	34.7
	7	168	99.4	39.0	48.4	7.5	5.0	12.6
	8	111	100.0	39.8	43.7	12.6	3.9	16.5
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	159	100.0	35.3	37.3	11.3	16.0	27.3
	7	168	99.4	52.8	34.6	5.7	6.9	12.6
	8	111	100.0	31.1	53.4	14.6	1.0	15.5

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 449)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	14.9%	15.5%
Retention rate	1.6%	Down from 3.3%	3.6%	3.0%
Attendance rate	96.2%	Up from 96.1%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.3%	Down from 13.1%	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%	Down from 10.8%	5.1%	4.6%
Eligible for gifted and talented	23.5%	Up from 18.9%	16.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.8%	Down from 19.6%	15.4%	13.6%
Older than usual for grade	1.3%	Up from 1.1%	5.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	No change	0.7%	0.8%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	53.6%	Up from 48.1%	46.9%	51.8%
Continuing contract teachers	85.7%	Down from 88.9%	81.5%	78.1%
Highly qualified teachers	96.0%	Up from 95.7%	88.9%	89.6%
Teachers with emergency or provisional certificates	7.1%	Up from 3.7%	6.7%	6.0%
Teachers returning from previous year	N/A	N/A	85.0%	85.4%
Teacher attendance rate	95.1%	Up from 94.8%	94.9%	94.9%
Average teacher salary	\$40,845	Up 0.6%	\$40,303	\$41,328
Prof. development days/teacher	10.5 days	Up from 10.0 days	11.5 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 21.7 to 1	20.8 to 1	21.3 to 1
Prime instructional time	89.3%	Down from 89.9%	88.8%	89.3%
Dollars spent per pupil*	\$5,760	N/A	\$5,754	\$6,022
Percent of expenditures for teacher salaries*	67.2%	N/A	62.0%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	37.8%	Down from 93.6%	97.0%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	98.0%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-05 school year at Chesterfield-Ruby Middle School was filled with a renewed commitment to building a school community that embraced our students, families and community as an integral part of the overall success of our school.

Attention was focused on implementing standards-based curriculum, promoting and celebrating academic success and increasing parental and community involvement.

All faculty meetings held as its foundation an instructional focus. Teachers met monthly for unencumbered planning sessions with their department colleagues. Planning focused on studying the standards, aligning lessons with the standards and assessment data. Several teachers attended a variety of professional conferences throughout the school year.

Our school embraced our parents and community by hosting various events focused on fostering collaboration. Events included a "Back to School Family Fun Night," "Breakfast/Lunch with the Principal" and a School-Wide Career Fair.

This year was filled with a variety of honors and recognitions. Our school Spelling Bee representative placed third place in the district competition. Our school winner for the Lieutenant Governor's Essay contest was named the district winner. We recognized three Duke Scholars and eight South Carolina Junior Scholars. Twenty-five students earned recognition as an A Honor Roll student for the entire year. The Chesterfield-Ruby Band was honored by the South Carolina Band Director's Association with the Outstanding Performance Award.

We take pride in being Champions for Children! This year has afforded us many opportunities to walk in the "CHAMPION'S LIGHT!"

Andrea L. Hampton, EdD, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	30	97	82
<b>Percent satisfied with learning environment</b>	93.3%	87.5%	92.6%
<b>Percent satisfied with social and physical environment</b>	92.9%	85.3%	87.8%
<b>Percent satisfied with school-home relations</b>	86.7%	88.4%	84.0%

\*Only students at the highest middle school grade level at this school and their parents were included.